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ABSTRACT

This paper chronicles ongoing alterations to the organizational structure of the acquisitions department at Pennsylvania State University using the tenets of total quality management (TQM). The movement toward reorganizing for process improvement began in late 1992 when the associate dean of libraries called the acquisitions department together to discuss filling a vacant position. Proposals were made suggesting changes in the department's leadership and supervision hierarchies. A management team and a steering committee were established to begin the process of moving toward self-directed work teams. The first stage of reorganization involved administering a department survey which assessed the culture of the department, staff feelings and emotions, levels of employee involvement, and opinions on various issues key to reorganization process. Stage 2 was the assembling of the design team, who reviewed survey data, developed a project plan and time frames for accomplishing each task, and determined what activities would be necessary to maintain good communication, to solidify team structures, and to ensure everyone had proper training. Other preliminary activities have included site visits to other organization that have reorganized into teams. Throughout the planning process several informal approaches have been taken to encourage department members to become "team players," including coaching supervisors to become leaders rather than managers, coaching staff to think and act like teams, the formation of a pilot team, and intensive training efforts that are attempting to overcome remaining doubts among department members. (Contains 10 references.) (BEW)

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A MODEL FOR REORGANIZATION APPLYING QUALITY PRINCIPLES AND TECHNIQUES

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The Acquisitions Department at The Pennsylvania State University Libraries is using the tenets of Total Quality Management (TQM) to alter the organizational structure of the department. Currently, the 35 department members are organized into four traditional, supervisor-led units. Through reorganization a number of flexible, customer-driven, self-directed work teams will be created. As a first step in this reorganization, the Acquisitions Librarians were appointed to the Acquisitions Management Team, responsible for the activities of the department. Formal and informal reorganization processes are being followed which incorporate employee participation, consensus, data gathering, and analysis. These processes, which draw on many of the philosophies of TQM, are described here. Additionally, some of the difficulties that have been encountered are discussed.

The authors are happy to have this opportunity to share what we are doing at Penn State to achieve an organizational structure that supports continuous quality. As the Acquisitions Management Team, we serve as head of the University Libraries' Acquisitions Department. The department's mission is to acquire materials for the University Libraries at University Park, and 20 Commonwealth campus libraries across the state of Pennsylvania. The Team has been in place for the last 12 months. Prior to our appointment as a team, we served as Head of the Receiving Section and as Approval Plans and Gifts Librarian in the same department. This discussion will begin by describing the formal process being used to change the organizational structure of the department, from its traditional hierarchy to a team-based environment of empowered workers (see Illustration 1). Following that, a description of the many day-to-day things that have been done to support the culture change required for the success of the reorganization will be discussed.

The Acquisitions Department at Penn State has traditionally had a very hierarchical structure. Four librarians served as section heads for functional areas of acquisitions. They reported to the department head. Coordinators, who were responsible for managing daily operations, reported to the librarians. Unit supervisors reported to the coordinators (see Illustration 2). Through reorganization, we hope to reduce some of these layers, improve the effectiveness of the staff, and provide an environment that is supportive of all employees and their ideas. Process improvement, efficiency and employee involvement, are encouraged and supported.

Acquisitions departments are second only to accounting and cataloguing departments in their love of detail and orderliness. If we had surveyed our suppliers and customers a few years ago, we might have been described as obsessed with detail, unaccommodating, and inflexible. The departmental culture frowned on mistakes and risk taking was not encouraged. "Standardization" was a watchword and efforts were made to fit everything into the "routine." Much of this was understandable. The department

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processes orders for nearly 50,000 books a year and handles 27,000 serial subscriptions, not to mention receipts from twelve approval plans, gifts, exchanges, binding needs, and technological implementations. Standardization made it all more manageable.

In 1992, the President and Provost of the University began promoting TQM as something that could benefit the university. The Dean of Libraries was an early convert, and the libraries was one of the first units on campus to receive training in total quality techniques. Penn State calls it "CQI," or Continuous Quality Improvement, and has been following Oregon State's process model for improvement. By October of 1992, the libraries had two active process improvement teams in the technical service areas. Both teams were sponsored by the Associate Dean for Information Access Services. While we were learning all about continuous process improvement and the benefits of employee empowerment, the Head of the Acquisitions Department resigned to accept a position at another institution.

Having heard that effective change occurs from within, our Associate Dean called a meeting of all the Acquisitions Department members when the vacancy occurred. Her objective was to solicit input into how the vacancy should be handled.

WHY/HOW WE WENT IN THIS DIRECTION

With the decision to open a dialogue with the staff the journey into reorganizing for process improvement began. When asked why she chose to handle the vacancy in a participatory manner, rather than the traditional method of evaluating the options and making a decision to fill the position or eliminate it, the Associate Dean said that the biggest motivator was what we learned about process improvement: Lasting change and improvement calls for empowerment of workers and consultation with them.[1] When she called the meeting of the department, she had no preconceived notions about the direction the department should take. But she believed that ideas generated in an open forum by staff were more likely to succeed than ideas imposed from "above."

At the beginning of the reorganization, the department was composed of 35 staff and four faculty members. At our open forum, in December 1992, these 39 people were randomly grouped around five circular tables, and asked to brainstorm an organizational structure for the department. The meeting began with some background information on Continuous Quality Improvement. The head of the university's new CQI Center was present to answer questions and encourage us to be innovative in our thinking. Over the course of the morning, each group developed a proposal for department structure. The five proposals were then shared with the entire group.

What was heard at that meeting indicated that a change more radical than the replacement of the department head was desired. One table (of eight staff members, and no supervisors), proposed a structure that eliminated supervisors altogether and established "work teams" of staff members. Other proposals eliminated specific levels of supervision, but retained some of the traditional hierarchy. The department had been organized by function into ordering and receiving sections. At least one group suggested organizing by format. One group suggested pulling specific parts of the Cataloguing Department into the serials receiving group.

Following that meeting, the Associate Dean had two primary challenges: what to do about leadership for the department while a reorganization was being planned

and what to do with the five proposals that the department members had developed. An industrial engineer and specialist in organizational design from Penn State's Office of Human Resources was called upon to provide assistance and advice. Her support helped to maintain the staff participation that had been an integral part of the initial planning. This was a new way of thinking for all of us and sometimes it was tempting to manage, rather than lead, but facilitation by the consultant helped us to be leaders rather than managers.

During January and February (1993) the small groups that had been formed in December met again. Their goal was to find areas of agreement among the proposals, and reduce the number of options from the original five to two or three. By March, the Associate Dean had three recommendations from the department members. Throughout these three months, the themes of teams and teamwork, reduction of supervision, and elimination of layers continued to weave themselves throughout discussions.

On May first the Dean of Libraries accepted a proposal that an interim structure be implemented while a formal process for reorganization be followed. Three librarians were appointed to serve as a management team for the department and a steering committee was established to begin the reorganization process. The fourth librarian became full-time Preservation Librarian, and moved to another department.

This was an exciting opportunity to dream. There were lots of ideas flowing through the department and the visionaries among its members were given free reign to make suggestions and encourage alternative possibilities.

STAGE 1: STEERING COMMITTEE, AMT, AND SURVEY

The appointment of the Management Team set a precedent in the university libraries. It sent a clear signal of support for teams to the department, as well as the rest of the library. It also gave the members of the management team first hand experience doing what the rest of the department staff would eventually be expected to do, i.e., work together as team members. But establishing the management team was also a test. One administrator once said that if the management team could succeed, then it was likely the whole project would succeed. However, early in the process, the third team member chose to move to a cataloging position at another institution, and the two remaining librarians have persisted as a team of two.

The formal process that has been followed is typical of the structure used in project management. It began with a steering committee, then a design team, and finally training for implementation.[2]

The Steering Committee was established to "provide top-level guidance to the process of moving toward self-directed work teams." The Steering Committee was composed of the Dean of Libraries, our Associate Dean, and a cross-section of other library administrators. In addition, the industrial engineer that had provided early consultation to the Associate Dean facilitated the steering committee meetings. The committee met six times between June and September of last year. These meeting assured that upper-level management in the libraries understood what self-direction was and were supportive of the move to teams in the department. The mere fact that the administration was willing to commit time and attention to examining the concept was also a clear signal of support for the reorganization to the department.

The agenda for the committee, as outlined in Illustration 3, shows the tasks the committee faced. The Steering Committee began by learning about self-

directed work teams. Our facilitator played a key role in helping the committee members understand the difference between managing work units and leading teams. They learned not only what would be different for staff, but what would be required of them if they were going to support moving in this direction.

After this initial overview, the Steering Committee discussed methods for evaluating the readiness of the acquisitions staff to move toward teams. To help with this assessment, another Penn State specialist, an expert in organizational behavior from the Psychology Department, was asked to assist. He recommended that a series of standardized tests be administered to all members of the department. According to the specialist, the results of this testing would help the Steering Committee in determining whether the acquisitions staff was likely to succeed in self-directed work teams.

The survey was conducted in August. Staff members were asked to attend one of two testing sessions, which were held in a classroom outside the library. The Steering Committee spent some time talking about how to assure that staff would not feel threatened about being surveyed. They felt that holding the sessions outside of the library might make it more appealing to participants. During department meetings, the staff was encouraged to see the survey as an opportunity to let the Steering Committee know how they felt about their jobs as they existed and about moving toward self-directed work teams. Staff were very willing to participate. Only two members of the staff were unable or unwilling to complete the survey.

DEPARTMENT SURVEY

The survey had four sections and took about 90 minutes to complete. The first section assessed the culture of the department. Section two used the PANAS scale to assess staff feelings and emotions. Section three measured current levels of employee involvement using a Job Diagnostic Survey developed at Yale University. Finally, section four asked for employees' opinions on various issues that the Steering Committee had identified as key to the reorganization.

The organizational specialist, together with our facilitator, compiled the survey results and presented them to the Steering Committee in September, 1993. In a nutshell, the survey indicated that members of the Acquisitions Department, as a whole, were near national norms in their perceptions of how they felt about their jobs. Satisfaction in the job was about average, with some units having higher levels of satisfaction than others. According to the survey, all members wanted opportunities for professional development.

The Steering Committee was pleased to see that as a whole the department was typical of any group of people, and that there were no indications that they would be unsuited to moving toward self-directed work teams. In fact, hearing that this group was no more dissatisfied than most groups was an important element of the survey results. These results have helped keep indications of dissatisfaction in perspective as specific incidents of resistance and discontent have emerged.

Following the evaluation of the survey results, the Steering Committee gave the green light to a team-based structure for the department, and recommended that a design team be formed to plan the transition from traditional work units to self-directed work teams. The Steering Committee had completed its task, and no further meetings were scheduled. It had accomplished its purpose of informing and securing the support of the library administration. The

consultants then shared the survey data and the meaning of the results with staff.

STAGE 2: DESIGN TEAM

The Design Team was assembled during the month of October. The Steering Committee recommended that this team be composed of three appointed members from the Acquisitions Department, six elected members (elected by their peers), and two representatives from Cataloguing and Collection Development (our customers and suppliers). The group was initially facilitated by the consultant who facilitated the Steering Committee meetings. The Steering Committee directed the Design Team to "recommend a plan for accomplishing the tasks in the acquisitions area through a number of work teams that will eventually be self-directed."

The Design Team began meeting in November of 1993. Initially, it reviewed the employee survey data and began identifying areas that would need to be addressed as the team prepared a proposal. A detailed project plan, in the form of a Gantt Chart, was developed to identify specific tasks and time frames for accomplishing each task. As timelines were planned, the Design Team set for itself the goal of having its work completed by July of 1994. Throughout the planning process, the design group has been keenly aware of staff feelings and have tried to be responsive to many who feel that the reorganization has been a long time coming.

The Design Team divided the tasks to be done into three categories: communication (how we will keep others informed); team structures (those things that need to be done to design a structure for the department); and training (how we will get everyone the training they need). The Design Team then determined what activities were involved in accomplishing each category and when the tasks should occur. They decided communication had to start early and continue often. Early on the participation of all department members had been encouraged, and by now they were expecting to be completely and continuously informed of the progress being made.

One early lesson learned by members on the Design Team was how quickly someone who is perceived to have power becomes one of "them" to the rest of the staff. Some Design Team members received criticism for not sharing everything with the rest of the members of their unit. The members of the Design Team felt they had been communicating thoroughly, while other staff insisted there must be more that they were not sharing. It seemed as if the rest of the staff were expecting the Design Team to announce a decision. Those who were not on the Design Team had a hard time believing that the Design Team was simply gathering data and was not making decisions that they weren't communicating. Eventually staff began to see that the Design Team wasn't withholding a master plan that it was waiting to unveil. But it took time, and the repeated act of bringing design team issues to the department for discussion to convince everyone that they were hearing everything.

As the Design Team progressed, its work began to interweave more closely with issues of importance to all department members. In January, the Design Team met with the department and asked the entire department to brainstorm issues of concern as we moved closer to actually forming teams. To address these concerns, and to get answers to their questions, key University administrators were asked to meet with the department and respond to the issues that were identified. The Dean of Libraries, the Vice President of Human Resources for the University, our consultant from the Psychology Department, and a former supervisor from another unit on

campus who had established a self-directed work team provided a panel discussion on their perspectives of our reorganization.

The Vice-President of Human Resources explained how she was working to create flexibility for departments who were becoming "teams," so that issues that were associated with University policy, such as overtime compensation and job descriptions, could be accommodated while the teams were forming. She described it as "isolating and insulating" the teams while they were in the early stages of organization. This helped assure staff that it was "OK" to do tasks that were outside their official (old) job descriptions while the teams were forming.

The psychology professor talked about the psychological aspects of change, stress, and fear. He helped reassure the department that trepidation was natural and expected.

The representative from a self-directed team gave a wonderful description of how the team in her area works. She helped staff to see that new ways of working and thinking about work can be done within the culture of the university.

The Dean of Libraries once again reassured staff that she was fully supportive of our efforts and gave a broad perspective on how valuable the process of moving to teams is to the organization as a whole. She encouraged us to "be bold" in planning team structures.

Currently, site visits to other organizations that have reorganized into teams are being completed. Recently, a group composed of design team and staff members visited the only site on campus that has a self-directed team operating. They went armed with a list of questions to ask team members how they felt about their new roles. The department as a whole is very anxious to know what the new structure will look like.

In February of 1994, the Design Team had begun discussing possible ways to organize and brainstormed a variety of possibilities. These were presented to the department for discussion. The ideas we looked at included organizing by subject (for instance, a Social Science Team, Humanities Team, and Sci/Tech Team); format (monographs and serials); function (ordering and receiving); language; ordering method; vendor; or combinations of the above (such as language and format).

The "pros and cons" of each idea were discussed, affording another opportunity to spend some time reviewing our objectives for forming teams. This provided a chance to reiterate the goals of the reorganization: creating back-ups (staff trained to do another's tasks), improving flexibility of staff, assuring ownership of a whole process, and eliminating double handling in processes (see Illustration 4).

During these discussions, it became clear that department members wanted change, but they wanted it to be gradual. There were some typical signals of resistance to change. Some asked questions like, "What's wrong with the way we are?" and "If it ain't broke, why do we need to fix it?" Many of the activities that were occurring in the department had already addressed some of the original, primary motivators for change. A number of processes had already been streamlined through the informal process that will be described in the following section. Because of this, some staff felt that enough had been done, and there was no need to go any further with it.

In addition, staff members expressed concerned about being assigned to a team without their consent. In fact, that method of team formation would be contrary to the participatory theme the department has developed. One of the next department meetings will be spent discussing how teams should be formed. The consultants have

said that the ideal team size is between seven and ten members. Some staff hope to have the opportunity to try something new and would like to be on a team that does something completely different from what they currently do. Others fear that they will be assigned to a team that does something completely different and they will not know what to do. The Design Team's goal is to find a balance that accommodates everyone's needs. More than anything else, finding a balance is the greatest task, but the biggest benefit, of forming teams.

As the formal process for reorganization has progressed, the department has been gradually undergoing a cultural change in the way staff members work with each other and the rest of the library. This culture change has been supported not only by the formal process of talking about and planning for forming into teams, but also the informal processes of learning to work together differently.

THE INFORMAL PROCESSES

Many different approaches have been taken to encourage department members to become "team players." These approaches have involved a series of activities and strategies that include: coaching supervisors to become leaders rather than managers; coaching work units to begin thinking and acting like teams; establishing a pilot team; and providing many training opportunities for every member of the department.

COACHING SUPERVISORS TO SERVE AS LEADERS

As mentioned earlier, just a little more than a year ago the Acquisitions Department was a highly structured, hierarchical organization that included six managerial levels from the Dean to the supervisors. With all of these layers, issues of communication and trust had become major obstacles in fulfilling the mission of the department. It could take weeks to revise a procedure or get a new project going. By appointing the librarians in acquisitions to the Management Team, the administration effectively eliminated one of those levels. With the work of the Design Team, the expectation is to further flatten this organization. With this new structure, all members of the department will be able to work more directly with each other resolving communications barriers.

In addition to changes in structure, the Acquisitions Management Team also began to review and alter the way we communicate with each other. One of the first efforts undertaken was to change the name of the department's supervisory group from Operations Heads to Acquisitions Management Council. The purpose behind this move was to help alter the way all of us, as supervisors, think about ourselves and the nature of our interaction with staff. The objectives were to model behaviors characteristic of leadership, promoting the idea of the leader as a servant[3] and encouraging supervisors to lead their units through a consensual decision-making process, delegating and empowering the staff to become more involved in streamlining, and improving operations. "To survive in the 21st century, we're going to need a new generation of leaders ... not managers. Leaders conquer the context — the volatile, turbulent ambiguous surroundings ... while managers surrender to it."[4] According to Bennis, leaders innovate, develop rather than maintain, focus on people not structures and systems, inspire trust rather than rely on control, have long-range perspectives, ask what and why — not how and when, challenge, and do right things instead of doing things right.[5]

This transition is not an easy one, especially when the organizational hierarchy remains intact and the environment

continues to be driven by individual job descriptions, performance appraisals, and merit raises. Even a seemingly minor mode of operating can encourage hierarchical thinking. For example, the supervisors pointed out to the Team that by continuing to chair Council meetings and develop its agendas, the Management Team was sending "in-charge" signals. These tasks are now rotated among Council members. While change comes very slowly, with persistence, some truly substantial changes in the interactions between supervisors and staff have occurred even in this first year. Supervisors are delegating more tasks and empowering staff to resolve problems. Communications are improving throughout the department.

Another technique, designed to encourage and assist all managerial staff to move to a more open environment and to encourage risk taking, was to begin a book discussion group. The focus of this effort is to develop an mutual understanding of the qualities of a leader. Currently, we are reading *An Invented Life: Reflections on Leadership and Change*.[6] The discussions have been challenging and sometimes even intimidating for a group that continues to operate in a typical top-down organization. Topics, such as creating democracy in the workplace, taking risks, knowing when to resign, and ethical behavior are typical. In order to assure fruitful discussions, ground rules were established by the group. Those ground rules include rotating the facilitation of our discussions, making personal commitments to full participation, encouraging each other to take risks, and most importantly, leaving organizational titles at the door of the discussion. It is understood that the content of the discussions will, in no way, be reflected in individual performance appraisals.

These discussions have enabled the Management Council to achieve new levels of understanding of themselves, each other, and the staff. The group is developing a real sense of not only the personal sacrifices required for working in teams, but also the personal advantages of working in a self-managed environment. Day-to-day operations in a typical hierarchical workplace requires a substantial amount of supervisory time to simply administer personnel functions that staff collectively or individually could do for themselves. With self-direction, the organization's most highly skilled people will be freed to redirect their energies and talents to projects that might never be accomplished in a traditional top-down environment. In essence, it should enable the organization to run more effectively and efficiently.

COACHING STAFF TO THINK AND ACT LIKE TEAMS

In addition to encouraging supervisors to provide leadership instead of exerting managerial control, the Acquisitions Management Team has encouraged all of the staff to think and act like team members. The overriding goals are to provide a feeling of belonging for every staff member, to involve them in the decision-making process, and to ensure each person has the authority to carry out the functions of their job within a team framework. Not unexpectedly, the degree of success has been mixed depending on the individual unit's collective personality, the level of employee empowerment prior to the change, the amount of CQI team experiences, and, more recently, the level of anticipated change that individuals and groups perceive will confront them when teams are formed.

For example, in a unit with a supervisor, who is noted for her participatory style, staff members have always felt comfortable contributing ideas. Until recently, they appeared to be very comfortable with the anticipated changes. If the current team

proposal moves forward, however, the work unit will no longer exist and appears to be raising the level of uneasiness among this group.

In another unit, the supervisor strenuously objected to self-management early in the process. Her willingness to be flexible and accept change, however, and the unit's experience in a CQI process improvement team, has had a very positive impact on the group.

Another example of team evolution has been the experiences of the Acquisitions Management Team. At the onset of the formation of the team, members were aware that there were significant differences in styles. One member preferred quick action, mentally assessing a situation, weighing the options, preparing a defense, and taking action. The other was a consensus builder, acting after assurances that the plan is satisfactory to everyone. One abounds with ideas and really likes to get things moving. The other likes to make sure that all issues that may impact others are laid to rest. Obviously, a balance must be struck between creating change and keeping staff, suppliers, and customers moving forward. With time, this balance has been achieved more and more frequently. Few teams will develop without going through the expected steps of forming, storming, norming, and performing.[7] There is a fair amount of anxiety and frustration in learning to work and appreciate each other's skills. It is important to ensure that storming sessions are constructive and productive. This experience in modeling team behavior is providing the Management Team with a strong base for empathizing, sympathizing, and generally helping staff members form and maintain teams structures.

A more flexible department policy on flex-time has been another strategy to level the playing field between supervisors and staff. Every staff member has become personally responsible for ensuring their 40-hour work week. The only guideline is that they must operate within the framework of the university's flex-time policy. The rationale is that, if we expect staff to act as adults, we should treat them as such. This represents, however, a certain degree of risk, since other departments within the libraries have more rigid flex-time policies. Public service areas, for example, are not as free to accommodate fluctuations in staffing levels throughout the day.

Another strategy for encouraging team work has been to establish and commit to having weekly departmental meetings. These meetings provide a sense of belonging and an opportunity to communicate with each other face to face. The meetings have helped to eliminate some of the long standing competition that prevailed across the units by assuring uniform receipt of information and the opportunity to ask questions. The meetings include staff presentations, brainstorming sessions, and small group exercises to resolve problems and to provide training opportunities.

Another means of encouraging team activities is to establish group goals. For example, a goal for one unit has been to achieve 48-hour delivery time of our periodicals issues and serial volumes to our customers. At the beginning, this appeared to be a very formidable goal. The serials control data had just been migrated to a new system and a number of follow-up projects were in the works. The group, acting as a CQI team, evaluated the various needs of improving delivery time and completing projects. They quickly became aware of the importance of the customer and the need to reset individual priorities. Within six months, through cross-training and streamlining they were not only meeting, but also frequently exceeding the goal. Their accomplishments have been remarkable and their customers are very

satisfied. As a side note, during this same period, they also were able to complete a number of the projects related to implementation of the new system,

The road to self-managed team work is not flat, straight, or predictable, but by coaching and training, some substantial successes have been achieved. The Acquisitions Department has been able to streamline a number of processes by eliminating rework and has been able to maintain workloads despite the reductions in staff by attrition and promotions from a high of 43 to 35 FTEs. On the whole, staff members are assuming more tasks, improving processes, working in more interesting jobs, sending signals of being more motivated, and appearing to be more satisfied with the work.

A PILOT TEAM

Another informal process for encouraging teamwork was the formation of the "Folio Team." The team was established in July of 1992. Originally, the objectives of the team were to coordinate the online firm orders with approval plans receipts and to resolve operational issues associated with our local implementation of a vendor's database. (The team's name was derived from the name of the database.) Based on recommendations by the team, the scope of their duties were shortly thereafter expanded to include the actual receiving of all of the approval plan materials. The Folio Team provides an opportunity for all of Acquisitions to directly or indirectly experience team work and, therefore, by default has become our pilot team.

Selected staff from both Ordering and Receiving were invited by the Acquisitions Management Council to serve on the Folio Team for whatever time required to get the job done. Originally, the selection process was based on individual skills and availability for participation. Invitations to serve on the team met no resistance. In fact, it was and still is considered an honor to be a part of this team.

The facilitator was chosen from the Council. She was selected because she had the least expertise in handling these particular materials, little experience in working with the designated members of the team, and therefore, was less likely to interfere in the team process. A facilitator is "not expected to have the content knowledge, which the team has" but is "expected to be the owner of the TQM problem-solving model." Her task is to teach the team to use the appropriate quality tools and to assist the communication process.[8] She has completed an extensive facilitator training program.

Folio Team members have continued to report to their traditional work units splitting their time between team and work group assignments as needed. At the onset, it was assumed that the work completed by the Folio Team would relieve existing work groups of some of their responsibilities creating an overall balance in the workload. For the most part, this assumption has held true.

As expected, the supervisors have had the most difficulty adjusting to the team's activities. Despite training, coaching, and the experiences of participating on CQI process teams, few of us were prepared for the level of freedom the team would need to carry out its mission. The biggest issue between the Council and members of the Folio Team, not surprisingly, has been one of communication. Supervisors expect to have a blow-by-blow description and knowledge of employee activities and to take part in all decision-making process for the operation, and rightly so in a traditional work environment. Supervisors have found themselves continually challenged to

relinquish control.

The Council is serving as the team's sponsor and, as such, is responsible for its activities. The relationship between the two groups, however, has not always been an easy one. In the first few months, there were periods of uncertainty regarding the range of duties, freedom to act, and misunderstandings about the nature of the team itself. The team assumed it was an independent self-directed team from its onset. The Council, on the other hand, viewed it as an empowered work group reporting to the Council. To resolve this conflict, the Associate Dean facilitated a meeting between the teams. At the end of that session, everyone agreed that self-management required training, skills, and practice not yet acquired by the new team. Therefore, the group would have to be considered a work group. From its onset, however, the team has had the authority to make internal operational decisions. Representatives of the team confer, as needed, with the Council on activities that involve external suppliers and customers. While team leadership was never assigned, leadership has simply emerged from within and has changed from time to time as appropriate.

This group has engaged in fairly wide-ranging training opportunities, including cross-training, and is experiencing considerable growth. The Council has worked hard to provide an appropriate setting for self-management. In recent months, the Folio Team has matured to the point of being able to meet and resolve problems even when their facilitator has been unavailable.

They have made a number of operational decisions that have streamlined processes, recommended team membership changes that were readily accepted, taken over some supervisory tasks such as managing passwords, and recommended a change in vendor for a small approval plan that proved to be too costly to maintain. In the near future, they look forward to their first hiring experience as they assist in the process of hiring student assistants.

In essence, the team has become very effective in carrying out their assignments. Team members are very proud of their accomplishments. Why is it working so well? Some of it is founded on a little bit of luck based on team selection. There have been few personality clashes even though the selection process never focused on personalities. Success also appears to be based on individual commitment to the team and the trust that each member will act responsibly. A high degree of emphasis is placed on respect and understanding of each others needs. The team has been enthusiastic and cohesive in reaching decisions. As we move toward completing this restructuring process, they would like to remain together. One member of the Folio Team also serves on the Design Team. Her experiences have enabled her to make substantial contributions to Design Team discussions. The pilot is achieving exactly what it should.

TRAINING, TRAINING, AND MORE TRAINING

Finally, training efforts are helping the department and its members move toward a team environment. Since 1992, the university's Office of Human Resources and the libraries have offered a number of programs on quality processes and techniques. The level of participation by staff in university libraries has been very high, particularly in acquisitions. In a couple of instances, e.g., a session on "Working Effectively in Teams," the number of library personnel registering for courses has been high enough to warrant providing an additional session in the library to accommodate our special needs.

Approximately two-thirds of all of the libraries' staff have been involved in about 20-25 quality-related courses and training programs.

The management staff in acquisitions were provided with a course in situational leadership to help in this transition. Situational leadership provides a mechanism for working differentially with staff members based on their individual skill levels and maturity especially in terms of team experience. This and other instructional opportunities, such as facilitation training, are also supported by the university's Human Resource Development Office.

In addition, many of our staff have attended monthly programs, sponsored by the Total Quality Council of Central Pennsylvania. The Quality Council is a effort to introduce quality techniques to for-profit and non-profit enterprises throughout central Pennsylvania. Their programs are similar to those provided by the university. This added reinforcement from an outside source is really helpful.

Training provided by the Association of Research Libraries Diversity Consultant has also afforded an important avenue for understanding differences and provided a means for learning to respect, value, and work with each other's styles, backgrounds, opinions, and perceptions. Department staff learned the advantages that those differences bring to the workplace and the need to be attentive to them.

As mentioned earlier, using the department meetings as a training forum has often provided important opportunities for uniformly introducing quality ideas and techniques to members of the department. During these meeting, individuals who have participated in training opportunities report back to department members what they have learned. The Management Team shares their conference experiences with the staff. The Design Team's facilitator conducted training sessions on team stages and structures and communication techniques such as constructive feedback.[9]

At one point, a film series was introduced. The week in which the first film was scheduled, however, coincided with a number of other events in the library, creating conflicts for department staff. Since then, there have been difficulties in finding the time to schedule additional films, but the intent is to resume the series whenever possible. The film that was shown was Tom Peters' *A Passion for Customers*.[10] Peters is an energetic and inspiring speaker and is highly recommended to anyone who wishes to develop a customer focus in their organization.

The most informal training effort has been the building of a supportive reading collection. Typical of library personnel, almost everyone involved in this effort began exploring the libraries' collection on quality techniques and self-directed work teams. We share with each other monographs and articles that appear to best suit our needs. A small CQI working collection in the department has been developed and includes monographs purchased specifically for the collection and a variety of articles devoted to team building topics. The collection is freely available to all staff to browse and read during their regular work hours. Success, however, in getting staff to partake has been mixed. They read what they can in the little time that is available. The entire reorganization process has increased the amount of time spent on activities away from their regular tasks. Since Acquisitions is responsible for assuring full expenditure of the materials budget by end of the fiscal year, most members of our staff feel very pressed to focus on their primary assignments.

CONCLUSION

The entire process of restructuring to self-managed teams, must begin at the very top administrative levels of an organization including human resources. Clear, unambiguous signals of support should be felt by every staff member who, directly or indirectly, will experience such radical restructuring as a move to self-managed team. From a site visit to another self-managed team within the university, the Design Team and staff members learned, among other things, about the importance of having our customers and suppliers understand the nature of team work too. The involvement of the Dean in the Steering Committee and panel discussion, the service by our suppliers and customers on the Design Team, and the appointment of the Acquisitions Management Team to serve as a model for staff, have provided some of these important indicators to everyone in Acquisitions that the department has full organizational support in its drive to form self-directed work teams.

Despite the original desire on the part of department members to move in this direction and the support of the administration, there are still doubts, fears, and a mourning process for the "good old days" that must be overcome. This is natural and expected. Overcoming these obstacles will require an unwavering perseverance, considerable patience, constant training and retraining, and continual recognition of both team and individual efforts.

Success of the formal process of reorganizing to self-managed teams rests on changing individual behaviors. Those behaviors need to be reinforced through the informal processes of daily coaching, encouraging, delegating, and empowering and by managers continually modeling behaviors appropriate to team work.

It is very exciting to have an opportunity to assist in creating a whole new way of working by developing better mechanisms for communications and learning to trust and respect each others styles. The move to self-management creates an opportunity to leave a great legacy. One that will improve the workplace for our children and for generations of new workers who could reap the benefits.

NOTES

[1] Scott, Cynthia D. and Dennis T. Jaffe. *Managing Organizational Change* (Menlo Park, CA: Crisp Publications, 1989), 9.

[2] Wellins, Richard S. et al. *Empowered Teams* (San Francisco: Jossey-Bass, 1991), 1001-1125.

[3] Bennis, Warren. *An Invented Life: Reflections on Leadership and Change* (Reading, MA: Addison-Wesley Publishing, 1993), 90.

[4] Ibid, 88.

[5] Ibid, 90-91.

[6] Ibid.

[7] Zenger, John H. et al. *Leading Teams* (Homewood, IL: Business One Irwin, 1994), 90.

[8] Jurow, Susan and Susan B. Barnard. *Integrating Total Quality Management in a Library Setting* (New York: Haworth Press, 1993), 13-19.

[9] Moran, Linda and Ed Musselwhite. *Self-Directed Work Teams: A Lot More Than Just Teamwork*, 3rd ed. (San Jose, CA: Zenger-Miller, Inc., 1993), 13-19.

[10] Peters, Tom. *A Passion for Customers* (Escondido, CA: Blanchard Training and Development, 1987), Videocassette.